

DOCUMENT RESUME

ED 270 445

SP 027 723

TITLE Directory of Teacher Induction Programs. 1986.
INSTITUTION Holmes Group, Inc., East Lansing, MI.; Texas Univ.,
Austin. Research and Development Center for Teacher
Education.
PUB DATE 86
NOTE 29p.
PUB TYPE Reports - Descriptive (141) -- Reference Materials -
Directories/Catalogs (132)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Colleges; *Improvement Programs;
Professional Associations; *Program Descriptions;
Public Schools; State Departments of Education;
*Teacher Orientation; Universities
IDENTIFIERS *Beginning Teacher Induction

ABSTRACT

Descriptions are given of teacher induction programs currently operational in public schools, intermediate education units, colleges and universities, and professional organizations. Program descriptions include the address, contact person, and phone number for the organization, and a brief summary of the program's structure and objectives. (JD)

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1986 Directory
of
Teacher Induction Programs

7216

Association of Teacher Educators
National Commission on
the Teacher Induction Process

and

Research and Development Center for
Teacher Education
The University of Texas at Austin

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Institution or Organization: Atlanta Public Schools
Address: 2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Contact Person: Eugene Rales
Phone: 761-5411, ext. 207

Description of Program:

Orientation in the Atlanta Public Schools

Since 1965, the Atlanta Board of Education has required that all teachers new to the system (regardless of previous experience) participate in twenty-five hours of orientation. The required hours are necessary to advance on the salary schedule.

The purpose of this program is to acquaint them with resources available in the Atlanta area applicable to their subject area, the system consultants in their field to whom they may go for assistance, the administrative structure of the system, and the benefits that accrue from their employment. Activities such as meeting system consultants, orientation to the employees handbook, and a two-hour session with the local principal and other staff relative to the specific neighborhood in which they teach. Optional activities consist of attendance at discussion sessions on problems of concern and visits to local sites.

* * * * *

Institution or Organization: Birmingham City Schools
Address: P.O. Drawer 1000
Birmingham, Alabama 35202

Contact Person: Dr. John L. Cantelow, Assistant
Superintendent of Personnel
Mrs. Rita C. Wyatt, New Teacher
Coordinator
Phone: 583-4736

Description of Program:

In 1984, the Birmingham City School System implemented a continuing education program for new teachers which provides assistance and training over a three year period.

The first year focuses primarily on orientation to the system and the local school in which he/she is assigned. Monthly inservice education sessions are provided, with mandatory attendance by all first year teachers. Every first year teacher in the system is assigned a support teacher in the local school. Teachers in their second and third year of employment are monitored and given support through focused observations, teacher demonstrations, and staff development workshops.

The State of Alabama has approved a performance based career incentive program effective September 1985. The Birmingham New Teacher Program will be altered by the provisions of this program. Consequently, during the 1985-1986 school year our program will be modified to reflect the provisions of the state's program and feedback from this year's participants.

* * * * *

Institution or Organization:
Address:

Board of Education
Davidson County
P.O. Box 1229
Lexington, North Carolina 27293-1229

Contact Person:
Phone:

Jane Elmore, Supervisor
704-249-8182

Description of Program:

This study was based on the perception that beginning teachers receive little or no help in acclimating them to the profession or to their new school environment. The results of this "sink or swim" philosophy causes many young teachers to make an early exit from their trained profession. This is detrimental to the neophyte, their employer and to North Carolina! A planned orientation and induction with adequate support during the first initial 200 days was an outgrowth of this field study. As part of the orientation phase, a loose leaf handbook called "Not-So Trivial Pursuit" was designed to provide information on the system's history, to acquaint them with the administration, give prior knowledge on the formal evaluation process, introduce other resource material such as teacher handbooks, county policy manual, and to provide a quick reference to various abbreviations and forms used by experienced teachers. The orientation handbook was designed to be used by a support team to assure continuing assistance.

Institution or Organization:
Address:

Richardson I.S.D.
400 S. Greenville Avenue
Richardson, Texas 75081

Contact Person:
Phone:

Stephanie Hirsh
214-235-8913

Description of Program:

The 1985-1986 RISD New Teacher Program is designed to encourage the successful induction of new teachers. Major activities in the project include:

1. Collection of data from current beginning teachers to design the induction process.
2. Collection of sample data from central instruction personnel and building personnel to design program.
3. Workshop training for principals and central support staff to operationalize the teacher induction process.
4. New teacher pre-service workshops to orient pre-service teachers.
5. Workshops to monitor the emerged needs of new teachers.
6. Structured new teacher-building principal weekly meetings.

The primary feature of the RISD model will be administrator training in the establishment of a "mentoring climate" within the building without the formal identification of a single mentoring teacher. Program success will be measured using two criteria: professional competence and personal satisfaction. Professional competence will be assessed through the established district teacher appraisal process, student achievement scores, and student perception of instruction. Personal satisfaction will be measured through the use of attitudinal surveys and formulated interviews of participating teachers administered in a pretest/posttest format.

Institution or Organization: Upper Perkiomen School District
Address: 1 Walt Road
Pennsburg, Pennsylvania 18073
215-679-7961

Contact Person: Dr. Thomas E. Persing
Educational Center
Upper Perkiomen S.D.
201 W. 5th St.
East Greenville, Pennsylvania 18041
215-679-7961

Phone: 215-679-7961

Description of Program:

The Upper Perkiomen School District has developed a program for INDUCTION of new teacher. The program will consist of the following items, effective SEPTEMBER, 1985:

1. Induction will be 1 to 3 years.
2. No new teacher(0-3 years experience) will teach more than 2 preparations and will not have more than 5 of a possible 7 periods per day, with other than college preparatory students(this applies to senior high, not grades 7 and 8).
3. All teachers will have assigned to them a mentor from a pool of exemplary model teachers. The mentor will be assigned by the Principals. Mentors will receive a stipend.
4. Training a mentor and a program for mentors will be developed.
Some considerations are that mentors should have the same planning period as the beginning teacher and there should be a 5 to 10 year age gap between the mentor and the inductee.
5. Beginning teachers during first year, starting in AUGUST, will be trained in CLASSROOM MANAGEMENT SKILLS and starting in NOVEMBER/JANUARY continuing through MARCH, will be trained in EFFECTIVE TEACHING STRATEGY.
6. Program for inductees will be determined by a TASK FORCE of beginning teachers, veteran teachers, principals and the Supervisor of Curriculum and Instruction, or a team which will be determined by the Staff Development Council.

Institution or Organization: Winston-Salem/Forsyth County Schools
Address: P.O. Box 2513
Winston-Salem, North Carolina 27102

Contact Person: Dr. Marcia Epstein
Phone: 919-727-2861

Description of Program:

In 1984 the Winston-Salem/Forsyth County Schools became a pilot site for the development of a program model for the delivery of services to Initially Certified Teachers. This district has developed a network which provides a support team in the appropriate content area for each beginning teacher. This team is composed of a principal, a support teacher, an instructional coordinator, and a representative from higher education. The team works with the beginning teacher for at least two years to provide orientation to the system and profession, a professional improvement plan, clinical supervision, and the necessary resources for growth. Staff development activities focus on adult development theories, clinical supervision, use of the Carolina Teaching Performance Assessment System (CTPAS), and the maintenance of a support network. Collaboration occurs between the school

Winston-Salem/Forsyth County Schools (con't)

district, three local IHEs, and the State Department of Public Instruction to improve continuity for the delivery of services to student teachers, cooperating teachers, and beginning teachers. The district has worked with other school systems in North Carolina as they plan programs for Initially Certified Teachers.

Intermediate Education Units

Institution or Organization: Central Kansas Cooperative in Education
Address: 3023 Centerbury
Salina, Kansas 67401

Contact Person: Walt Mickler
Phone: (913) 827-0301

Description of Program:

In 1984, the 12 districts in the Central Kansas Cooperative in Education began a collaborative training and support program for all beginning teachers. The locally developed program includes (1) building-based support meetings with principals, (2) opportunities to talk through problems and concerns with trainers and local teachers, (3) a year-long, performance-based skill training program, based on the teacher effectiveness research, with each topic followed by (4) on-the-job application of the skills, with performance assessed by principals. Principals were prepared via training and by assessment packages. Outstanding local teachers are being trained and used as trainers. In its first year, the program has proved both effective and very cost-effective. In effect, the program is an on-line, locally based training and support system for beginners. We view it as a transportable model for rural districts.

Institution or Organization: Lincoln Intermediate Unit/York County
Teacher Induction Consortium
Address: P.O. Box 70
New Oxford, Pennsylvania 17350

Contact Person: Dr. Paul Ricker
Phone: 717-624-4616

Description of Program:

In the fall of 1984, ten York County Pennsylvania school districts formed a consortium to develop an induction process to assist their newly hired beginning teachers. Lincoln Intermediate Unit (L.I.U.) participates in the consortium as a facilitator and coordinator. A working committee made up of one administrator from each of the participating districts, a representative from higher education, and two L.I.U. staff members reviewed the research, consulted with educators throughout the nation who had experience with teacher induction programs, and became designated as a pilot site by the Pennsylvania Department of Education to assist as state guidelines are developed to implement recent State Board of Education regulations requiring districts to submit teacher induction plans by June 1987. The plan developed by the committee involves six teacher induction activities conducted by the Consortium:

In August - One day of mentor training
Followed by one day for mentors, beginning teachers and
their administrators

During School Year - Followed by two Saturday morning sessions for
beginning teachers and two evening sessions for
beginning teachers and mentors.

Although the Consortium will recommend district level induction activities, local districts will have considerable latitude. The basic charge of the Working Committee is to develop and help implement a one-year teacher induction process for beginning teachers. Part of the evaluation procedure will include trying to

Lincoln Intermediate Unit/York County (con't)

determine what impact, if any, variations in district procedures had on the effectiveness of the induction process.

Institution or Organization: RESA-6
Address: 30 G.C. & P. Road
Wheeling, WV 26003

Contact Person: Dr. Mary D. Marockie
Phone: 233-6010

Description of Program:

In 1980, Regional Education Service Agency VI worked cooperatively with three county school systems to develop a model beginning teacher program that could be adapted to suit each school's needs. The Ohio County school system has now expanded the model into a three-year developmental program for beginning teachers.

The first year focuses primarily on orientation to the system and school coupled with support and counseling for the new teacher by a mentor who may be a supervisor and/or department head. The second year program provides a clinical approach designed to help the teacher become more effective. Current research findings on effective teaching are used as the foundation for assisting second year teachers. Implicit to the second year are focused observations where a second year teacher observes a selected teaching behavior or strategy of a colleague. Focused supervision by a supervisor, principal, or a department head parallel the observation process.

The third year is a continuation of the clinical model. Participants observe and record behaviors of peers, are video-taped for self analysis, and are placed in a training component that focuses on improvement of classroom performance. A sequence of seminars is conducted throughout the three year training period.

RESA-VI plans to continue improving the county programs and to network with other institutions developing similar programs.

Institution or Organization: Special Educator Support Program
Address: 260 Park Avenue South
New York, NY 10010

Contact Person: Mr. Howard Gollub
Phone: 212-260-7679

Description of Program:

The Special Educator Support Program is designed to serve all teachers in participating school buildings. One of the criteria for school selection is the number of new and inexperienced teachers. Most often, it is this group who are the first and most frequent 'users' of Program services.

I also have enclosed an evaluation summary. Please contact me if you would like additional information. Good luck in this important effort.

Colleges and Universities

Institution or Organization: Auburn University at Montgomery
Address: School of Education
Montgomery, AL 36193

Contact Person: Dr. Judy Willard
Phone: 205/271-9442

Description of Program:

The School of Education at AUM initiated the First Year Teacher Project in Fall Quarter, 1984 to meet specific needs of first year professionals in the AUM service area.* Acknowledging that the beginning teacher is often employed in the least desirable setting, that this teacher is frequently unsupervised and a novice in instructional motivation and management and that the State Department of Education had no funds to implement a program for the state's new teachers, the School of Education designed a series of graduate courses to meet these needs. The courses are the following:

EED 609 First Year Teacher Project (Elementary teachers, grades 1-6)
SED 609 First Year Teacher Project (Secondary teachers, grades 7-12)
SPE 609 First Year Teacher Project (Special Education teachers, grades N-12)
ECE 609 First Year Teacher Project (Early childhood teachers, grades N-3)

These courses are offered each Fall and Winter Quarters of each year for beginning teachers who are employed in a teaching position for the current school year. The courses are designed to assist the beginning teacher in fostering appropriate management systems, assist in techniques of instructional motivation, parent and administrative conferencing and other areas of need as determined by the first year teacher and the university supervisor. On-site classroom guidance and assistance are provided by the AUM university supervisor as a part of the graduate course. The assigned AUM faculty member works closely with the beginning teacher in meeting goals identified with the use of the Fuller Teacher Concerns Checklist and the Willard School Analysis Checklist. Observations in the classroom are made by the university supervisor, followed by conferences and individualized work sessions.

*Twenty school systems within 100-150 mile range of AUM.

Institution or Organization: Austin College
Address: Box E
Sherman, TX 75090

Contact Person: Bill Freeman, Professor
Phone: 214/892-9101

Description of Program:

Since 1968, the Austin College Department of Teacher Education has been operating and refining an exemplary five-year program leading to a master's degree in liberal arts with teaching certification. The program incorporates some of the features of teacher induction in its undergraduate and graduate components. In addition to a full semester of teaching during the senior year, students are required to take at least 80 hours of laboratory field work in the schools beginning as early as the freshman year. Most students log 200 to 300 hours of noncredit and credit fieldwork before the fifth year. During the mandatory graduate year, students serve another full semester as interns or student teachers in the schools

Austin College (con't)

under the supervision of college faculty advisors and supervising teachers. Most graduates are considered ready to receive paid positions with full teaching responsibilities during the one semester they are in the schools.

Institution or Organization: Baylor University
Address: School of Education
Waco, Texas 76798

Contact Person: Anita Baker
Associate Professor
Phone: 512/834-4082

Description of Program:

Baylor University School of Education is concerned about assessing the success of their graduates in their first year of teaching. The Research and Evaluation Committee surveys first-year teachers and their immediate supervisors to identify strengths and weaknesses of their graduates and their program. In addition, Baylor professors are involved in conducting inservices for first year teachers.

Institution or Organization: California State University, Long Beach
Address: Department of Teacher Education
School of Education
1250 Bellflower Boulevard
Long Beach, California 90840

Contact Person: Francisco Hildalgo
Professor
Phone: 213/498-4544

Description of Program:

By law, beginning teachers in California schools must complete thirty units of upper division coursework in a teacher education institution within five years in order to receive a complete teaching credential. This requirement, referred to as the Fifth Year Program, is intended to upgrade the skills of beginning teachers as prescribed jointly by their school district and the university. The program may be used to strengthen the teacher's present areas of expertise, to obtain credentials in additional areas, or to complete a master's degree. While the Fifth Year Program is not formally an induction process, it has many characteristics of induction. The Department of Teacher Education expects to continue its involvement in the program for secondary level teachers for at least the next two years, although new legislation may modify the program's requirements.

Institution of Organization: Catholic University of America
Address: School of Education
Washington, DC 20064

Contact Person: Linda Valli
Director, Teacher Education
Phone: 202/635-5800

Description of Program:

The University, working with local school districts in the tri-state (Maryland, Virginia and the District of Columbia) area, will better integrate preservice content with field experiences in order to prepare professionally-oriented as well as technically proficient beginning teachers. Course offerings will be restructured, field supervision practices of university supervisors and cooperating teachers will be improved, and self-instructional training materials for school systems to use in inservice training will be developed. The School of Arts and Sciences (Departments of English and Mathematics) and The Sidwell Friends School will also play major collaborative roles in reviewing relevant research and developing research-based improvements in both elementary and secondary teacher education.

Institution or Organization: City University of New York
Address: Baruch College
Box 505
17 Lexington Avenue
New York, NY 10010

Contact Person: Patricia M. Kay
Phone: 212/725-4480

Description of Program:

This effort focuses on the shortage of licensed teachers in New York Cith and the problems and needs of beginning teachers who have no prior teacher preparation. The project will design, develop and implement a year-long graduate level internship for beginning elementary and early childhood teachers with non-education baccalaureate degrees. The internship will focus on, but not be limited to, generic teaching skills needed by all teachers, as evidenced by relevant research. The internship will be structured to include seminars and clinical experiences and will be conducted by college faculty and public school mentor teachers. The School of Liberal Arts, the New York State Education Department, the New York Public Schools, and the United Federation of Teachers will work with the School of Education.

Institution or Organization: Columbia University
Address: Teachers College
Box 31
New York, NY 10027

Contact Person: Frances S. Bolin
Phone: 212/678-3933

Columbia University/Teachers College (con't)

Description of Program:

Preservice Program in Early Childhood
and Elementary Education
Department of Curriculum and Teaching

Beginning in the fall of 1984, the Preservice Program has offered a voluntary, weekly seminar for beginning teachers who have graduated from the program and are teaching in the New York City area. Seminars are led by the program director and associate director. The agenda is open--teachers talk about their experiences, offer peer support and are directed to appropriate materials/research on teaching as it is appropriate to their needs. Analysis of and reflection on their experiences have been emphasized. Beginning in September 1985, the program will be expanded to include a study of three beginning teachers. Seminar participants will keep journals and the seminar will be open to both second year and beginning teachers. Additionally, a study of graduates in their beginning year of teaching has begun. It focuses on their perceptions of the preservice program after a year of teaching and their induction year experiences.

Institution or Organization: Doane College
Address: Education Division
Crete, Nebraska 68333

Contact Person: Kay Hegler
Phone: 402-826-2161

Description of Program:

In 1982, the Education Division of Doane College initiated a pilot program of professional development for Doane College graduates in their first year of teaching. The program is expanding and will be required of all graduates with secondary education and special education majors and offered as an elective for elementary education majors beginning in 1986-87. Under the program, beginning teachers are observed in the classroom by their Doane College student teaching supervisors and receive three days of supervision and assistance from a master teacher. Areas of need are identified and used to provide on-site inservice training and to revise the college preservice program. Inservice may be taken for graduate credit if the teacher wishes.

Institution or Organization: East Carolina University
Address: School of Education
Speight Building, Room 154
Greenville, N.C. 27834

Contact Person: Dr. Parmalee P. Hawk
Phone: 757-6272

East Carolina University (con't)

Description of Program:

In 1982, the East Carolina University School of Education conducted a one-year beginning teachers pilot program to gather data on the needs of new teachers, test the effectiveness of three-member teacher support teams, and assess the costs of statewide implementation of the program. After extensive piloting the State of North Carolina will implement a statewide two year Initial Certification Program (ICP) in July, 1985. Successful completion of the ICP will be verified by the local school system and recommendations for continuing certification will be made by each system's superintendent.

Institution or Organization:

Eastern New Mexico University

Address:

School of Education
Station 25
Portales, New Mexico 88130

Contact Person:

Kirk A. Nigro
Assistant Professor
505/562-2151

Phone:

Description of Program:

The School of Education at Eastern New Mexico University has recently initiated the First Year Teacher Project in cooperation with the Research and Development Center for Teacher Education at The University of Texas, Austin, and with the Carlsbad, New Mexico Public Schools. The purpose of the project is to provide cooperative training and subsequent support of first year teachers as they enter the profession, using recent research insights and understandings about what constitutes effective teaching. During the first year (1984-85), the project will train supervisors and prepare material for the training of first year teachers. The second year (1985-86) will be devoted to the training of first year teachers prior to the beginning of school and subsequent support and monitoring of those teachers for the duration of the school year.

Institution or Organization:

University of Georgia

Address:

G-10 Aderhold
Athens, GA 30605

Contact Person:

L. David Weller
404/542-3342

Phone:

Description of Program:

Currently, UGA has no formal program to assist first year teachers in developing skills, etc as practicing professionals. The Department of Professional Laboratory Experiences (student teaching) has developed a graduate course to assist said teachers in school systems which "ask for help." However, few systems have

University of Georgia (con't)

asked for assistance with these teachers. On the other hand, those programs which were implemented and completed yielded highly positive results. Currently, some departments are adopting the model and "bootlegging" induction assistance.

Institution or Organization: Goshen College
Address: Department of Education
Goshen, IN 46526

Contact Person: John J. Smith
Director of Teacher Education
Phone: 219/533-3161, Ext. 439

Description of Program:

The Goshen College Department of Education currently has no program of training and support for graduates in their first year of teaching, although faculty members maintain informal contacts with and give moral support to many beginning teachers. A limited plan for support of first year teachers is being considered for 1985-1986. Support could include the development of self-improvement plans for newly hired teachers, identification of support teachers, and video observation and feedback by faculty members to assist beginning teachers.

Institution or Organization: University of Houston-University Park
Address: College of Education
Houston, Texas 77004

Contact Person: W. Robert Houston
Associate Dean for Academic Affairs
Phone: 713-749-3621

Description of Program:

The University of Houston College of Education has addressed the concerns of beginning teachers in its research and training programs, coursework, and dissertation work. The college currently has no plans for initiating a teacher induction program but is interested in testing a program in some of the districts with which it has contractual relations, in response to the new certification standards and Texas House Bill 72.

Institution or Organization: Illinois State University
Address: College of Education
DeGarmo Hall
Normal, IL 61761

Contact Person: Bob Goodall
Phone: 309/438-2837 309/438-5425

Illinois State University (con't)

Description of Program:

Systematic Teacher Induction: A Model for Professional Development
Illinois State University is developing an experimental teacher induction program to study support processes and assessment procedures that will help assure the successful transition from undergraduate preparation to professional classroom performance. The program is designed to upgrade first year teachers' managerial and instructional skills and provide a knowledge base for improving existing teacher education programs. The program will stress both preventive interventions, aimed at assuring a good beginning, and ongoing professional development processes. The collaborative effort between the university and the participating schools will focus on identifying criteria of competency for quality teaching.

Institution or Organization: The University of Kansas/Kansas State
Department of Education
Center for Educational Testing and Evaluation
Address: 2 Bailey Hall
University of Kansas
Lawrence, KS 66045

Contact Person: John Poggio
Phone: 913/864-4526

Description of Program:

The project will develop, implement and make available for dissemination protocol materials for assisting and assessing teachers during their internship (beginning) year of teaching. These materials will help in diagnosing early teaching problems, providing appropriate staff development assistance, and providing assessments for certification decisions. A cooperative endeavor of the University Center for Educational Testing and Evaluation and the State Department of Education will result in development of competencies and performance measures. A state-wide committee representing local school districts and teacher organizations, as well as the two major partners, will have decision-making power in determining the focus of the project. The work should be of much relevance to the large number of states and school districts examining means to assist and assess beginning teachers.

Institution or Organization: University of Kentucky
Address: College of Education
166 Taylor Education Building
Lexington, KY 40506

Contact Person: Connie A. Bridge, Associate Dean
Phone: 606-257-8847

Description of Program:

The Kentucky legislature mandated that as of January 1, 1985, all teachers receiving initial certification must successfully complete the National Teachers

University of Kentucky (con't)

Examinations and a one-year internship. During the internship, new teachers will be supervised and evaluated by a trained committee consisting of a resource teacher, the school principal, and a teacher educator. The resource teacher will spend a minimum of seventy hours working with the new teacher. Although the major purpose of the program is to provide guidance and support to teachers entering the profession, there is an evaluation component as well. Evaluation will be based on actual classroom observations of the new teacher using the Florida Performance Measurement System.

Institution or Organization: University of North Carolina at Charlotte
Address: Charlotte, NC 28223

Contact Person: Dr. Delores M. Wolfe
Phone: 704/597-2508

Description of Program:

In response to North Carolina's mandated Initial Certification Program, the Department of Curriculum and Instruction at UNCC has collaborated with three school systems during the pilot phase (1984-1985). Services have included assisting with and delivering instruction/workshops for mentor teachers and beginning teachers, developing and administering needs assessment surveys, and generally serving as a broker for staff development needs. Faculty members have served on support teams for beginners in each system.

Institution or Organization: University of Maine at Farmington
Address: Department of Elementary, Secondary,
and Early Childhood Education
Franklin Hall
Farmington, ME 04938

Contact Person: Dr. Marcia Nash
Phone: 207/778-3501, ext. 382

Description of Program:

In 1984, the Maine legislature passed a teacher certification law mandating a three-step career ladder of provisional, professional and master teacher certification and requiring implementation of a two-year induction period for provisional teachers by 1988. The law requires that every provisional teacher receive support services and review from a local support team but does not specify the nature of the team. The University of Maine at Farmington has been collaborating with one school district on a pilot project to test several support team models, and it planned to implement a support structure for new teachers by January 1985. The University is working with another school district on a one-year teaching internship for senior elementary and special education majors intended to satisfy state requirements for the first year of a provisional certificate.

Colleges and Universities

Institution or Organization: University of Maryland/Howard County
Address: Jeffers Hill School
6000 Tamar Drive
Columbia, MD 21045

Contact Person: Frank Lyman
Phone: 301/596-4027

Description of Program:

The University of Maryland Department of Curriculum and Instruction has been offering voluntary weekly Seminars for Beginning Teachers in two county school systems. The seminars use cooperative learning principles, peer observation and feedback, journaling, and action research. The department plans to extend the program to two more school systems, research the program's impact, incorporate action research into preservice coursework, and disseminate materials to other teacher educators. In cooperation with the State Department of Education, the department has also conducted an extensive study of its graduates currently in their first year of teaching to identify problems amenable to change through preservice courses and beginning teacher seminars.

Institution or Organization: National College of Education
Address: 2840 Sheridan Road
Evanston, IL 60201

Contact Person: Lynn McCarthy, Ph.D.
Phone: 312/256-5150

Description of Program:

National College of Education offers each graduate of the College a free course in the graduate school during the first year of teaching titled, "Beginning Teacher Seminar." The Seminar, taught by College faculty and Demonstration School teachers, can be taken in the fall of the year. The class meets once a month for four hours and covers topics that include classroom management, curriculum development, school system organization and coping with stress. The students also plan part of the class session so that their own immediate needs in the classroom are covered.

Institution or Organization: University of New Mexico
Address: Department of Curriculum and Instruction
Mesa Vista Hall, 2023
Albuquerque, NM 87131

Contact Person: Sandra J. Odell
Phone: 505/277-4114

Description of Program:

The University of New Mexico and the Albuquerque Public Schools are cooperative participants in a teacher induction program that offers in-classroom support services to all (approximately 180) beginning teachers in 73 schools at the

University of New Mexico (con't)

elementary level. Beginning teachers are defined as graduate interns, teachers in their first year of teaching, or experienced teachers new to the public school system. The program is designed to assist teachers with problems that are specific to entry into the profession. This assistance includes in-class consultations, teaching demonstrations, emotional and instructional support, in-service workshops and other related support services.

At the core of the Teacher Induction Program is a unique exchange of services feature which places university interns into public school classrooms. This releases veteran classroom teachers to work full time as clinical support teachers at no additional cost to the school district. Other distinguishing features of the program include: 1) a graduate intern component, through which 26 university interns (fellows) are placed in full-time teaching positions in classrooms while concomitantly pursuing a masters degree in elementary education with an emphasis in teaching; 2) a clinical support teacher component, through which public school teachers are released, with full pay and benefits continuing, to work as clinical support teachers for beginning teachers; and 3) an inservice component, through which university workshops and courses are offered to graduate interns and to other beginning teachers. The clinical support teachers also act as liasons and program facilitators in communicating information about their work to building principals and the program coordinator. They, however, are not involved in the evaluation of beginning teachers.

Institution or Organization: Ohio State University
Address: College of Education
163 Arps Hall
1945 North High Street
Columbus, OH 43210

Contact Person: Nancy L. Zimpher
Phone: 614/422-7700

Description of Program:

The development, implementation and conduct of research on a pilot induction program for beginning teachers is the goal of this project. University personnel and administrators and faculty from five collaborating school districts in central Ohio will devise a program to help K-12 beginning teachers explore their own needs and classroom processes and to aid new teachers in providing ethnographic data on their induction experiences. Classroom observation and classroom support systems will be developed. The long-term goal is to design a post-degree teacher education program grounded in relevant research derived from this project and other sources.

Institution or Organization: Oregon State University
Address: OSU - WOSC School of Education
Department of Elementary Education
Corvallis, OR 97331

Contact Person: William R. Fielder, Professor
Phone: 503-754-4841

Oregon State University (con't)

or: Dr. Wes Tolliver
Beaverton School District 485
PO Box 200
Beaverton, OR 97075
503-649-0284

Phone:

Description of Program:

Oregon State University and the Beaverton School District have operated the Mentor-Teacher Program since 1982. The mission of this program is to induct fifth year teacher preparation candidates into the profession such that they achieve their maximum instructional potential, especially as reflected in pupil achievement in basic school subjects. The induction pattern capitalizes on a stipulated mentor relationship with selected Beaverton teachers who also offer instruction in graduate courses on-site. Candidates receive a partial salary from the District and a Graduate Teaching Fellowship at the University. Their development as First year teachers is directed, organized, and monitored by the mentor using an individualized assessment document. Candidates earn an M.A. after two summers and an academic year.

Institution or Organization: Portland State University
Address: P.O. Box 751
Portland, OR 97207

Contact Person: Michael E. Carl
Phone: 503/285-5394

Description of Program:

The Portland State University School of Education is currently considering several models of teacher preparation that may provide alternatives to its present program of teacher education. One promising project, the Cooperative Professional Education Program, a joint venture of PSU and the Beaverton School District begun in 1982, includes preservice and beginning teacher phases. A task force is now studying the feasibility of a three-year program for beginning teachers that may include acquisition of a master's degree and standard certification. The project has been extended in association with the Portland Public School District and will begin its first year in August, 1985. The project will be extended in association with two consortiums of three to five school districts during 1985-1986.

Institution or Organization: University of Southern Mississippi
Address: College of Education and Psychology
Southern Station, Box 5023
Hattiesburg, Mississippi 39406

Contact Person: James A. Siders
Phone: 601/266-4568

University of Southern Mississippi (con't)

Description of Program:

A cadre of University faculty will be trained in the use of the Mississippi Model for Performance Assessment of Beginning Teachers and will work with local education agency personnel in assessing student teaching and beginning teaching experiences. A computer-managed, performance-based system will be developed to relate student teaching performances to earlier classwork and will serve as one basis for University-school collaboration in review and revision of the teacher education program. Students with undergraduate elementary, secondary, business and industrial-vocational education majors will be involved, as will University and Forrest County school faculty and administrators and the State Department of Education. The Georgia Teacher Assessment Model will serve as one foundation for implementing changes in teacher training and assessment.

Institution or Organization: Texas Christian University
Address: School of Education
Box 32925
Fort Worth, Texas 76129

Contact Person: Dr. Michael P. Wolfe
Phone: 817/921-7660

Description of Program:

Texas Christian University, Department of Curriculum and Instruction will be identifying first year teacher in the Fort Worth Independent School District in order to design induction year support activities designed to reduce the stress of the beginning teacher. The project is proposed for Fall, 1985. These activities will include monthly seminars and special forum activities involving beginning teachers and master teachers working cooperatively with professors at Texas Christian University.

Institution or Organization: The University of Texas at Dallas
Address: Office of Teacher Education
P.O. Box 830688
Richardson, TX 75080

Contact Person: Dr. Clifton Harris
Director
Phone: 214/690-2730

Description of Program:

The University of Texas at Dallas Office of Teacher Education has begun a Teacher Education and Student Achievement (TESA) program in cooperation with the Dallas Independent School District, and plans to continue the program. In addition, the Office of Teacher Education has conducted annual follow-up studies of teacher education graduates since 1976 to identify additional training needs perceived by

The University of Texas at Dallas (con't)

the teacher and the immediate supervisor. The office plans to expand the follow-up studies in response to new standards for teacher education in Texas.

Institution or Organization: The University of Texas at Tyler
Address: 3900 University Blvd.
Tyler, TX 75701

Contact Person: Dr. Joanna Martin
Dr. Vivian Hicks
Phone: 214/566-1471

Description of Program:

The University of Texas at Tyler School of Education is currently operating a one-year program for teachers entering classrooms for the first time in the East Texas area. The program will continue for the 1985-1986 school year. Region VII Education Service Center has endorsed the program and provides dissemination of enrollment information and opportunities for feedback to participating schools.

Beginning teachers participating in the program received three hours graduate credit and met on the campus for regular classes. The University provides a \$50.00 tuition/fee stipend. Books and the remaining fees are paid by the school districts. Of the thirty-four participants in the 1984-85 program thirty were required to attend in order to be hired by their school district.

Curriculum for the program is based on a needs assessment done with second year teachers and the participants themselves.

Institution or Organization: University of Wisconsin-Whitewater
Office of Student Teaching
and Clinical Experience
Address: 3032 Winther Hall
Whitewater, WI 53190

Contact Person: Dr. Warren S. Theune, Director
Dr. Leonard J. Varah, Coordinator
Phone: 414-472-1123

Description of Program:

UNIVERSITY OF WISCONSIN-WHITEWATER
COLLEGE OF EDUCATION
TEACHER INDUCTION PROGRAM

Program Development

The Teacher Induction Program was implemented in 1974 by the University of Wisconsin-Whitewater and from 1974 to 1984, it was piloted with many changes resulting from this experimentation. As a result of this experimentation, 12 first year teachers, hired by five different school districts for the 1984-85 academic

University of Wisconsin-Whitewater (con't)

year, participated in the University of Wisconsin-Whitewater Teacher Induction Program.

Program Description

The focus of the Teacher Induction Program is on providing assistance and support for the first-year teacher throughout the entire initial year of teaching. Participating administrators screen and select the inexperienced teacher. An Induction Team is formed consisting of (1) an administrator; (2) a mentor teacher--a teacher in the unit school; and (3) a university consultant--a specialist in the teaching methodology.

Under the guidance of the Induction Team, the first-year teacher prepares a Personal Development Plan which becomes a continuous working document throughout the first year. Through the Plan, the inductee seeks assistance from the mentor teacher at daily/weekly conferences and from the University Consultant through weekly written reports. University Consultants make monthly visits to the Induction Team. Seminars are held monthly for all members of the induction teams.

First-year teachers may be hired at 60-100% teaching assignment with salary commensurate with load. In addition, \$600 of in-service monies are generated by the local school for the benefit of the induction team.

Inductees enroll for 3-6 graduate credits per semester during the induction year.

Research Results

Results of an experimental research design are:

1. Significantly higher retention rate by inductees.
2. Administrators have fewer problems with the inductees.
3. Mentors are key resource people for the inductees.
4. Inductees found in-class observations by mentor/consultant to be most helpful.
5. 100 percent of the inductees plan to remain in teaching.

State Departments of Education

Institution or Organization: Alabama State Department of Education
Address: State Office Building
Montgomery, Alabama 36130

Contact Person: Dr. Nancy N. Lopusser
Phone: 205-261-5248

Description of Program:

On January 25, 1972, the Alabama State Board of Education adopted a set of resolutions mandating improvements in pre-service and in-service education, including a requirement for a cooperative approach to improving teaching which involved the State Department of Education, institutions of higher education, and local school districts. Two pilot programs were designed and funded for a two-year period in order to experiment with ways to carry out the resolution effectively. Both programs involved consortium arrangements with representation from local education agencies, two institutions of higher education (Auburn University and the University of Alabama at Birmingham), and the State Department of Education. Each consortium was governed by an Advisory Board representative of the membership. Support teams were organized for each first-year teacher, with membership on the team including at least one person from the institution of higher education, the state department of education, and the teacher's local education agency. Each beginning teacher's professional needs were assessed and plans made to work with individual teachers or with groups, as appropriate.

Although both programs were judged to be very effective in helping beginning teachers, funding was not renewed and the programs ended in 1975. Since that time, no state funding has been provided specifically for assistance to beginning teachers, although interest in such activities has been sustained. In the summer of 1984, Dr. Wayne Teague, State Superintendent of Education, appointed a Task Force to explore the feasibility of an internship for beginning teachers. The final report of that Task Force's deliberations is not yet available.

Institution or Organization: Arkansas Dept. of Education
Address: Room 403-A-4 Capitol Mall
Little Rock, AR 72201-1021

Contact Person: Betty Davis
Phone: 371-5885

Description of Program:

There is no program as of yet. There is a set of regulations pending which would require beginning teacher programs in all districts. (Arkansas Teacher Education, Certification and Evaluation Committee Report, December, 1984, pg. 5-15-Recommendation 9, pg. 21 - Recommendation 20,D.) It appears that these will be approved, but there is no final approval as of yet.

It is suggested in the Staff Development guidelines that beginning teacher programs be instituted for in-service.

Individual districts may have programs on their own. Copies of these 2 documents are included.

State Departments of Education

Institution or Organization: State of Kansas
Kansas Department of Education
Address: 120 East 10th St.
Topeka, KS 66612
Contact Person: Harold Blackburn, Commissioner
Dian Castle
Phone: (913) 296-4318
Description of Program:

The Kansas Internship Plan (KIP) is one of several initiatives taken by the State Board of Education to improve the quality of teacher preparation in Kansas. The State board endorsed the use of an internship program for first year teachers when it adopted the comprehensive teacher preparation and development program in May, 1982. Furthermore, the Governor's report on the State of Kansas budget for fiscal year 1984-85 included the recommendation for an entry year assistance program. As the State Board and Kansas Legislature fulfill their commitment and responsibility to education, they involve all affected parties--including teachers, administrators, State Department of Education personnel, college/university representatives, and external consultants--in the development and operation of the program.

An internship program allows beginning teachers opportunities to share plans and experiences with other interns, an element essentially intrinsic to support groups. Furthermore, they have an opportunity to solve classroom problems while continuing to have the guidance and support of the senior teacher(s) and the teacher education institution. Lastly, interns can observe each other as "teacher." An internship program definitely provides support to the first year teacher.

Additionally, an internship allows beginning teachers to have a greater involvement in the total school program than they have had previously. They assume complete responsibility for their classes. They manage teaching periods, supervisory tasks, extracurricular activities, meetings, parent-teacher conferences, student evaluations and progress reports, and counseling sessions, etc.

Internship allows for "real" teaching. Its success depends upon intellectual and financial commitment by the individual and local educational agency to staff development as well as on the quality of the preservice program. An intern needs assistance in bridging the gap between theory and practice. It is an orientation or induction period to enable an intern to handle successfully typical first year problems. It is an opportunity for interns to increase their skills of teaching.

Most importantly, an internship program gives a beginning teacher the opportunity to perfect skills and knowledge that are difficult to acquire through the study of theory or in hypothetical situations. Verifying that beginning teachers can perform certain specified tasks in teaching is critical to certifying that teachers are competent to serve in the public school. Beginning teachers need direction as they perform in relation to established competencies. They can receive the assistance needed through the development of an individualized staff development program. This process involves both growth and assessment. Thus, an internship can be the vehicle by which an individual improves upon the requisite skills of effective teaching.

Institution or Organization: Maryland State Department of Education
Address: Division Certification and
Accreditation
200 West Baltimore Street
Baltimore, Maryland 21201
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State Departments of Education

Maryland State Department of Education (con't)

Contact Person: Dr. Louise A. Tanney
Phone: 301-659-2168

Description of Program:

In 1982 a Commission on Quality Teaching, appointed by Superintendent David Hornbeck, recommended, among other things, that the Department increase requirements for teachers applying for certification. Besides a written test, they recommended all teachers demonstrate competency and be evaluated on the job. We now have a committee on Beginning Teacher Assessment and Development, that is looking at the competencies we want all teachers to demonstrate, as well as the process we will use. We see our model as a developmental one: all beginning teachers will be part of an induction program. The evaluation would be first formative and then summative; the teachers would be given two years to achieve competency. Our design is still being developed, so we have not finalized the evaluators, training for evaluators, or the Developmental workshops/Staff development needed.

Institution or Organization: Mississippi State Department of Education
Office of Teacher Certification
Address: P.O. Box 771
Jackson, Mississippi 39205
Contact Person: Carolyn Nelson
Phone: 601-359-3723

Description of Program:

The Mississippi Reform Act of 1982 mandates provisional certification of beginning teachers and staff development and performance evaluation programs to qualify them for standard certification. Two commissions have been at work to develop standards for performance-based school accreditation, guidelines for staff development, standards for the provisional teacher program, and performance evaluation instruments. Local school districts are to submit plans and to implement training and support programs by 1986. Beginning teachers will be assisted by support teams consisting of a peer teacher, the building principal, and an external evaluator. The State Department of Education will train and certify provisional teacher evaluators and will assist local districts in administering the evaluation system.

Institution or Organization: Texas Education Agency
Address: Office of Inservice Education
201 E. 11th Street
Austin, Texas 78701
Contact Person: Dale Carmichael
Phone: Director of Inservice Education
512/834-4082

Texas Education Agency (con't)

Description of Program:

The Texas Education Agency is currently in the process of obtaining information about current developments in teacher induction. Although relatively few school districts in Texas are providing inservice specially targeted at beginning teachers, the TEA's Office of Inservice Education is receiving increasing numbers of requests for information about the development and implementation of teacher induction programs.

Professional Organizations

Institution or Organization: AACTE
Address: One Dupont Circle, Suite 610
Washington, D.C. 20036

Contact Person: Donna Gollnick or Elizabeth Ashburn
Phone: 202-293-2450

Description of Program:

The American Association of Colleges for Teacher Education (AACTE) has published position statements on the role of teacher education institutions in professional development programs, including programs for beginning teachers. These statements provide guidelines for the 720 member institutions of AACTE. The association is currently participating in rewriting accreditation standards for NCATE. The standards will include a component on beginning teacher programs.

Institution or Organization: American Federation of Teachers
Address: 555 New Jersey Avenue, N.W.
Washington, D.C. 20001

Contact Person: Marilyn Rauth, Executive Director
Educational Issues Department
Phone: 202-879-4462

Description of Program:

In addition to traditional inservice activities, the American Federation of Teachers has developed the Educational Research and Dissemination (ER & D) Program to bridge the gap between educational research and practice in the areas of classroom management and teaching effectiveness. The program has identified research useful for classroom practice, translated the research into language understandable to teachers, and trained teachers to examine research concepts, transform them into workable classroom strategies, field-test them, and disseminate findings to other teachers. Although the program does not focus exclusively on new teachers, it provides insights valuable in developing research-based preservice and inservice programs that shorten the time required for new teachers to develop effective teaching practices.

Institution or Organization: Association for Supervision and Curriculum Development
Address: Clarence B. Sabbath School
340 Frazier Street
River Rouge, Michigan 48218

Contact Person: Phil Robinson, President
Phone: 313-297-9655

Description of Program:

The Association for Supervision and Curriculum Development has long been involved in professional development programs for educators and provides information and training on professional development issues to its 55,000 members through

Professional Organizations

Association for Supervision and Curriculum Development (con't)

publications, conferences, and training institutes. ASCD is concerned with the preservice and inservice training of new teachers and is considering disseminating information on the Model Teacher Induction Project through its programs.
